**Cathy Van Saun Writing Lesson 4**

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| **Unit: Geology** |
| **Topic: Rock Cycle** |
| **Type of Writing: Semiformal (level 2)** |
| **Timeframe: 3 days (in and out of class)** |
| **Plan:**   * **After concluding the unit on rocks and minerals, students will write a RAFT to show their understanding of the rock cycle.** * **Students will be assigned a letter (A or B), and a number (1 – 3).** * **Role: A = quartz, B = pyroxene** * **Audience: 1 = your parents, 2 = geologist, 3 = a six year old** * **Format: 1 = letters home, 2 = autobiography, 3 = basic science lesson** * **Topic: A trip through the rock cycle** * **The prompt they will be given is:** * **“You are a mineral that has completed a trip through the entire rock cycle and has finally come home. You are to write about your adventures using the RAFT parameters assigned.”** * **Students will be given the grading rubric to self-assess.** * **Students will read and comment on their partner’s paper during the process.** * **Students will follow the steps in the writing process and their writing will be graded using a**   **6-trait rubric.** |
| **Materials: RAFT instructions with rubric** |

**RAFT Parameters Name-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rock Cycle Per-\_\_\_\_\_Date-\_\_\_\_\_\_\_\_\_\_**

You are a mineral that has completed a trip through the entire rock cycle and has finally come home. You are to write about your adventures using the RAFT parameters assigned.

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| Circle the letter and number that you have been assigned. Read through the rubric and do your best. Have fun! | **R**ole | **A** (quartz) | **B** (pyroxene) |  |
| **A**udience | **1** (your parents) | **2** (geologist) | **3** (a six year old) |
| **F**ormat | **1** (letters home) | **2** (autobiography) | **3** (basic science lesson) |
| **T**opic | Rock cycle | | |

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|  | **1**  **experimenting** | **2**  **emerging** | **3**  **developing** | **4**  **effective** | **5**  **strong** |
| **Ideas**  The ideas and development of the message  (50)  \_\_\_\_\_\_\_\_ | \*Searching for a topic  \*Limited information  \*Vague details  \*Random thoughts | \*Hints at topic  \*Reader left with many  unanswered questions  \*Sporadic details  \*Glimmer of main point | \*General topic defined  \*Reasonably clear ideas  \*Details present but not  precise  \*Shows some specifics | \*Topic fairly narrowed  \*New ways of thinking  about topic attempted  \*Credible details with  some support  \*Writer understands  topic | \*Narrow and  manageable topic  \*Clear, focused and  answers readers’  questions  \*Relevant, accurate  details  \*Shows insight into topic |
| **Organization**  The internal structure of the piece  (10)  \_\_\_\_\_\_\_\_ | \*No lead or conclusion  \*Sequencing not present  \*No awareness of pacing  \*Hard to follow | \*Ineffective lead or  conclusion  \*Some sequencing  apparent  \*Pacing awkward  \*Some attempt at  structure | \*Routine lead and  conclusion  \*Mainly logical  sequencing  \*Pacing generally under  control  \*Common structures  detract from content | \*Effective lead and  conclusion  \*Sequencing works well  \*Well-controlled pacing  \*Smooth flow | \*Inviting introduction  and satisfying  conclusion  \*Masterful sequencing  \*Artful pacing used for  stylistic effect  \*Structure showcases the  central ideas or theme |
| **Voice**  The way the writer brings the topic to life  (10)  \_\_\_\_\_\_\_\_ | \*No concern for  audience  \*Lifeless and mechanical  \*Flat or inappropriate  \*Purpose not present | \*Occasionally aware of  audience  \*General statements  require reader  interpretation  \*Tries to engage reader  \*Hints at purpose | \*Occasionally intrigues  the reader  \*Pleasing, yet “safe”  \*Writer/reader  connection fades in and  out  \*Purpose inconsistent | \*Interesting and  informative  \*Pleasing; takes risks  \*Engages reader most of  the time  \*Purpose consistent | \*Compelling and  engaging  \*Takes effective risks  \*Reflect interest in and  commitment to topic  \*Purpose is clear and  powerful |
| **Word Choice**  The specific vocabulary the writer uses to convey meaning  (10)  \_\_\_\_\_\_\_\_ | \*Vocabulary is limited  \*Simple words used  incorrectly  \*No figurative language  \*Words do not convey  meaning | \*Generally correct  words, no spice  \*Language is functional  \*Attempts interesting  words  \*Words convey general  meaning | \*Some active verbs and  precise nouns  \*A moment or two of  sparkle  \*Experiments with  figurative language  \*Words begin to enhance  meaning | \*Effective and creative  verbs and nouns  \*Wording mostly correct  \*Figurative language is  effective  \*Words and phrases  work well | \*Powerful and engaging  words  \*Wording is accurate and  precise  \*Artful use of figurative  language  \*Words/language create  meaningful pictures |
| **Sentence Fluency**  The ways the words and phrases flow throughout the text  (10)  \_\_\_\_\_\_\_\_ | \*Choppy, rambling or  incomplete  \*No “sentence sense”  \*Oral reading not  possible  \*Repetitive beginnings | \*Some simple sentences  \*Occasional connecting  word use  \*Oral reading difficult  \*Attempts variation in  sentence beginnings | \*Attempts compound  and complex sentences  \*Sentences usually  correct  \*Parts invite oral reading  \*Sentences begin in  different ways | \*Begins to have easy  flow and rhythm  \*Strong and varied  structure  \*Oral reading  encourages expression  in places  \*Sentences well crafted | \*Polished rhythm,  cadence and flow  \*Creative use of sentence  length and structure  \*Invites expressive  reading  \*Sentences enhance  meaning |
| **Conventions**  The mechanical correctness of the work  (10)  \_\_\_\_\_\_\_\_ | \*Spelling errors impede  readability  \*Incorrect punctuation  and capitalization  \*Many grammar errors  \*Lack of paragraphing | \*Spelling errors on easy  words  \*Errors on basic  punctuation and  capitalization  \*Some usage and  grammar errors  \*Occasional use of  paragraphing | \*Spelling generally  correct on basic words  \*Routine punctuation  and capitalization  \*Grammar errors  infrequent  \*Consistent paragraphing | \*Few spelling errors  even on more difficult  words  \*Consistent use of  punctuation and  capitalization  \*Grammar and usage  correct  \*Paragraphing  stylistically effective | \*Spelling correct even on  more difficult words  \*Accurate and creative  use of punctuation and  capitalization  \*Grammar and usage  contribute to clarity and  style  \*Sound and creative  paragraphing |

TOTAL GRADE - \_\_\_\_\_\_\_\_